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ABSTRACT

Originally developed by Utah State University's Merrill Library and the English Department's Writing Center, INFOQUEST includes a gameboard, 18 factsheets, and 16 worksheets. These materials were designed to (1) present basic information-finding techniques in a simple, comprehensive, and enjoyable manner; (2) help freshman students plan and implement successful information searches; and (3) relate students' individual information needs to the necessary overall information retrieval strategy. Although the approach was specifically developed for use in Merrill Library, basic principles are applied in strategies which can be used in other libraries. The factsheets, which are numerically arranged to correspond to spaces on a game board, cover the following topics: research strategy, library services, locating materials in Merrill Library, choosing a topic, subject headings, background information, books, articles (magazines and journals), government documents, current events, biographies, critical reviews, statistics, microforms, computer searches, evaluating an information source, and information resources. Worksheets are provided for all but the final two factsheet topics. A citation summary sheet is included to assist students in preparing a bibliography for a final research paper. (LMM)

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ED237101

INFOQUEST

A Research Strategy Approach To Locating Information

BILL COONS

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William W. Coons

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UTAH STATE UNIVERSITY
UMC 30 LOGAN, UT 84322

IR050522

Synopsis

INFOQUEST

INFOQUEST, a research strategy approach to locating information, was developed in 1983 by Utah State University's Merrill Library in cooperation with the English Department's Writing Center. INFOQUEST was targeted for the variable credit Individualized English Instruction class (ENG 195) and those students who lack basic library skills.

The gameboard and the exercises were designed to present basic information finding techniques in a simple, comprehensive and enjoyable manner. The primary goals of INFOQUEST are to help freshman level students plan and implement successful searches for information and to relate their specific individual information needs to the overall strategy necessary for retrieving that information. Throughout, the emphasis is on process, not content.

INFOQUEST is loosely structured and self-paced. Any student wishing to learn about information resources and/or Merrill Library may complete any one (or all) of the eighteen factsheets and fifteen worksheets (#'s 4, 17 and 18 do not have worksheets). The factsheets have the following headings:

1. Research Strategy
2. Library Services
3. Locating Materials in Merrill Library
4. Worksheet
5. Choosing a Topic
6. Subject Headings
7. Background Information
8. Books
9. Articles: Magazines and Journals
10. Government Documents
11. Current Events
12. Biographies
13. Critical Reviews
14. Statistics
15. Microforms
16. Computer Searches
17. Evaluating an Information Source
18. Information Resources

Research strategies are introduced first to the student because a sound research strategy ties all of the many aspects of searching together into a coherent whole. Planes don't take to the air without a flight plan; students shouldn't begin library research without a strategy.

Resource materials developed by bibliographic instruction librarians across the nation served as models and guides for INFOQUEST. None, however, were more useful than Library Searching: Resources and Strategies by Morris and Elkins (Jeffery Norton Publishers, 1978, 129 p) and Schwartz and Burton's Teaching Library Skills in Freshman English: An Undergraduate Library's Experience (The General Libraries, The University of Texas at Austin, Contributions to Librarianship No. 6, 1981, 190 p).

Primary individuals responsible for INFOQUEST are Bill Coons and Suzan McBride. Advice and assistance was provided by Warren Babcock, James Conrad, Kathy Hook, Joyce Kinkead, Bill Lowry, Lorene Nash, Chloe Olsen and the USU Printing Service.

Requests for information should be directed to: Robert G. Murdoch, Patron Services Librarian, Merrill Library UMC 30, Utah State University, Logan, UT 84322. Phone (801) - 750 - 2631.

Introduction

INFOQUEST

If you think that a library is just a bunch of books, think again. A library is more than books, it is information. Information which is printed, filmed, magnetized; information which is practical, philosophical, recreational; information which exists for you!

There is more to a library than what meets the eye and using a library is not as easy as you may think. It isn't like mowing the lawn -- you just don't go out and do it. Locating information takes time, organization and planning.

INFOQUEST can help you learn how to find information. It applies basic principles and strategies which can be used in any library and it introduces you to Merrill Library. Also, if you are taking a class which requires a research paper, INFOQUEST can help you prepare your bibliography for that class.

Specifically, INFOQUEST is eighteen factsheets arranged on a game board in numerical order. These factsheets are:

1. Research Strategy
2. Library Services
3. Locating Materials in Merrill Library
4. Worksheet
5. Choosing a Topic
6. Subject Headings
7. Background Information
8. Books
9. Articles: Magazines and Journals
10. Government Documents
11. Current Events
12. Biographies
13. Critical Reviews
14. Statistics
15. Microforms
16. Computer Searches
17. Evaluating an Information Source
18. Information Resources

In addition, a number of worksheets accompany the factsheets (these worksheets must be completed if INFOQUEST is taken for credit). You may elect to take any one of the eighteen factsheets or you may want to complete them all -- the decision is yours. If you take INFOQUEST for credit and take all eighteen factsheets and the worksheets, be sure to arrange an opening and closing discussion with a Reference Librarian.

The Writing Center administers INFOQUEST and maintains a file of factsheets and worksheets. They can assist you with some of the details. Questions concerning the content of INFOQUEST should be directed to a Reference Librarian.

As this page ends, another begins. Your quest has commenced. Seek out INFOQUEST 1, Research Strategy, and learn of the glue which binds these factsheets together ....

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INFOQUEST

A Research Strategy Approach
To Locating Information

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2 Library Services

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5 Choosing a Topic

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9 Articles: Magazines and Journals

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10

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11 Current Events

12 Biographies

13 Critical Reviews

14 Statistics

15 Microforms

16 Computer Searches

17 Evaluating an Information Source

18 Information Resources

Begin Quest Here →

UTAH STATE UNIVERSITY
MERRILL LIBRARY AND
LEARNING RESOURCES PROGRAM

INFOQUEST 1-18

Citation Summary Sheet

As you progress through your research and this INFOQUEST you will find various books, articles and documents that relate to your topic and which are important to your research. These items will probably be the core of your bibliography for your final paper and you will need to record the full and complete citations of these items. The Citation Summary Sheet is provided for your convenience: record all of the pertinent citations on this sheet as you find them. Keeping a master list such as this can save you time and effort when you sit down to type your bibliography.

Please note that some faculty and departments require you to use a particular style manual to prepare your bibliography in a specific format. Be sure to check with your professor before you begin your research. Copies of most style manuals are available in the Reference Collection. Extra copies of this sheet are in the Writing Center.

1. AUTHOR(S) _____ DATE _____
   TITLE OF BOOK OR ARTICLE _____
   _____
   NAME OF MAGAZINE/JOURNAL _____
   VOLUME _____ NUMBER _____ PAGES _____
   BOOK PUBLISHER _____ WHERE PUBLISHED _____

2. AUTHOR(S) _____ DATE _____
   TITLE OF BOOK OR ARTICLE _____
   _____
   NAME OF MAGAZINE/JOURNAL _____
   VOLUME _____ NUMBER _____ PAGES _____
   BOOK PUBLISHER _____ WHERE PUBLISHED _____

3. AUTHOR(S) _____ DATE _____
   TITLE OF BOOK OR ARTICLE _____
   NAME OF MAGAZINE/JOURNAL _____
   VOLUME _____ NUMBER _____ PAGES _____
   BOOK PUBLISHER _____ WHERE PUBLISHED _____

4. AUTHOR(S) _____ DATE _____
   TITLE OF BOOK OR ARTICLE _____
   _____
   NAME OF MAGAZINE/JOURNAL _____
   VOLUME _____ NUMBER _____ PAGES _____
   BOOK PUBLISHER _____ WHERE PUBLISHED _____

5. AUTHOR(S) _____ DATE _____
   TITLE OF BOOK OR ARTICLE _____
   _____
   NAME OF MAGAZINE/JOURNAL _____
   VOLUME _____ NUMBER _____ PAGES _____
   BOOK PUBLISHER _____ WHERE PUBLISHED _____

Citation Summary Sheet

INFOQUEST 1-18

6. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

7. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

8. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

9. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

10. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

11. AUTHOR(S) _____ DATE _____
TITLE OF ARTICLE OR BOOK _____
_____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____
BOOK PUBLISHER _____ WHERE PUBLISHED _____

12. AUTHOR(S) _____ DATE _____
TITLE OF BOOK OR ARTICLE _____
NAME OF MAGAZINE/JOURNAL _____
VOLUME _____ NUMBER _____ PAGES _____ PUBLISHED _____

INFOQUEST 1

Research Strategy

The Writing Center recommends that you 'act purposefully' when you are engaged in research. Don't just drift around in the library hoping to pick up some useful information. Rather, follow a calculated plan for discovering it. Without such a plan to provide direction and impetus to your library research, the process of locating information will be haphazard and incomplete. You'll feel like James Thurber did when he wrote: "So much has already been written about everything that you can't find out anything about it."

A research strategy is an organized approach to library use. It is a logical, step-by-step procedure for locating relevant information on a topic and it will save you time and frustration. A good research strategy is as personal and unique as a customized van -- you accept certain givens, like the card catalog, just as you accept the chassis and body. However, you modify and adapt your strategy to your needs, knowledge and level of skill (not everyone wants mudflaps, shag carpeting and curb feelers).

INFOQUEST presents several search steps without mentioning others. Examples of different research strategies are on file at the Writing Center and detailed assistance in planning your research strategy is available at the Reference Desk. Regardless of the strategy you follow your search will benefit from your imagination, flexibility, persistence and thoroughness.

Consider these basic guidelines:

Understand the library's collections and services.

Choose a topic suitable for research.

Acquire background information by using overview sources.

Narrow the topic to manageable proportions.

Develop a working familiarity with subject headings.

Access pertinent information in books, articles and documents by using finding aids such as the card catalog, indexes and abstracts, and computer literature searches.

Throughout the course of your INFOQUEST always remember to place each of the eighteen factsheets in relation to your research stategy. The search for information is an integrated and interrelated process which can't be performed in a vacuum. Everything is related to everything else.

Your research strategy begins your INFOQUEST and sets the stage for the specific searches yet to come. If you are unfamiliar with the library or enrolled in ENG 195, proceed to INFOQUEST 2, Library Services. Otherwise, skip INFOQUEST 2 - 4 and begin by choosing a topic.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 1

1. How do you think an organized approach to library use can help you with your search for information? _____

_____

_____

_____.

2. Library research is:
   a) enjoyable
   b) tolerable
   c) B-O-R-I-N-G
   d) detestable

3. Are you familiar with the collections of Merrill Library, their locations and their use?
   a) not at all
   b) somewhat
   c) not as much as I'd like
   d) yes

4. Do you know anything about the topic you have chosen to research? If you do, briefly describe it: _____

_____

_____

_____.

If you aren't familiar with your topic where would you first look to find some general information about it? _____.

5. What do you think your personalized research strategy should be? Explain in a brief essay the sources and collections you would consult to locate information on your topic. Indicate which of these sources/collections you think will be most useful and least useful. _____

_____

_____

_____

_____

_____

_____.

Library Services

INFOQUEST 2

This is only a partial listing of the facilities, services and policies of Merrill Library. Please request further information from the Reference Desk on the second floor.

FACILITIES/SERVICES

AUDIO-VISUAL SERVICES
AV Services (1st floor/750-2658) supports instruction with audio-visual equipment, facilities, and personnel.

BOOK COLLECTION
There is open access to the book collection (3rd-4th floors/750-2678). Third floor books are cataloged using the Dewey Decimal classification; fourth floor selections are cataloged using the Library of Congress classification system.

CARD CATALOG
The Card Catalog (2nd floor/750-2678) is an index to the library's cataloged holdings and is divided into author/title and subject catalogs.

CIRCULATION DESK
Circulating books are checked out at this point (1st floor/750-2633) using your student activity card.

COMPUTER RETRIEVAL SERVICE
An on-line computer retrieval service utilizing various data bases is available at the Reference Desk (2nd floor/750-2678).

COPY CENTER
Both print and microform copying are available at the Copy Center (2nd floor/750-2700).

INTERLIBRARY LOAN
Oftentimes materials not available at the Merrill Library may be borrowed from other universities. Submit requests at the Interlibrary Loan Office (2nd floor/750-2676).

NEWSPAPERS
The collection contains a wide variety of current local, regional, and national newspapers (1st floor/750-2754). In addition, back issues of local papers as well as various historical and prominent newspapers may be found in the Microfilm Collection (3rd floor/750-2749).

PERIODICALS
The Merrill Library maintains an extensive collection of current periodicals (1st floor/750-2754) and bound journals (2nd floor/750-2678). All library journals are listed in the Serials Catalog.

REFERENCE SERVICES
Reference Services (2nd floor/750-2678) is the library's information center and is staffed by professional librarians trained to meet the information needs of patrons.

RESERVE BOOKS
Reserve reading materials are found at the Circulation Desk (1st floor/750-2633). A master list assists students in finding those reserved selections assigned by their instructors.

SPECIAL COLLECTIONS
In addition to the general collection, the Merrill Library maintains a number of special collections including the Curriculum Materials Center (3rd floor/750-2749), Government Documents (4th floor/750-2682), Map Collection (4th floor/750-2682), Microform-Microfilm Collection (3rd floor/750-2749), Moore Library Children's Collection (Edith Bowen School/750-3085), Art Book Room (4th floor/750-2682), University Archives (1st floor/750-2663), and the Western Americana Collection (1st floor/750-2663).

STUDY CARRELS, LOCKERS, AND ROOMS
Inquiries concerning the rental of study carrels and lockers should be made at the Copy Center (2nd floor/750-2700). Circulation Desk personnel can provide information concerning study rooms (2nd floor/750-2633).

TYPING ROOM
A typing room (2nd floor/750-2700) is available in which students may use the library's or their own typewriters. Elements for the library's typewriters can be rented at the Copy Center (2nd floor/750-2700).

POLICIES

BOOK HOLD
You may reserve a book that is checked out by making the request at the Circulation Desk (1st floor/750-2633). You are notified when the book is returned.

LOAN PROCEDURES
Books and federal documents may be checked out for two weeks. The loan period is four weeks for graduate students and eight weeks for faculty. Your student activity card serves as your library card.

OVERDUE BOOKS
Any overdue book is subject to a $.25 per day fine. This fee is paid at the Circulation Desk (1st floor/750-2633).

RECIPROCAL BORROWING
Books may be borrowed from other universities in the state by presenting your student activity card. Books may be returned at USU's Interlibrary Loan Office (2nd floor/750-2676).

RENEWALS
Books may be renewed at the Circulation Desk (1st floor/750-2633) if they are not being held for other patrons.

Worksheet

NAME: _____

DATE: _____

2 INFOQUEST

1. Who can best help you with your questions concerning library use, research and information retrieval? _____.

2. What is the difference between Reference and Reserve? _____
_____
_____.

3. On Sundays during the quarter the library is open from _____ to _____.

4. Is the Reference Desk staffed weeknights from 5 to 7 PM? ____yes ____no .

5. Undergraduate students can check books out for:

   a) 2 days only b) 2 weeks c) 4 weeks d) 8 weeks e) the entire quarter.

6. How many books can you check out of the library at any one time?

   a) 3 b) 4 - 7 c) 8 - 12 d) as many as you want

7. Government Documents can't be checked out of the library. ____true or ____false.

8. Your _____is your library card.

9. You would like to use the library's copy of a book but you can't find it. What should you do?

   a) pitch a fit b) request a copy from Interlibrary Loan c) place a tracer on it or request a hold at the Circulation Desk

10. Some creep tore the article you need out of one of the library's magazines. You:

    a) do nothing and forget about it b) change your topic c) request a replacement copy from Interlibrary Loan

11. Reference's phone number is: _ _____.

12. Typewriters and lockers are rented through the:

    a) library office b) copy center c) circulation desk

13. How do you reserve a group study room? _____
_____.

14. The Copy Center opens 1/2 hour after the library does and closes 1/2 hour before the library does. _____true or _____false

15. What library service do you use the most? _____
_____.

INFOQUEST 3

Locating Materials in Merrill Library

The process of locating materials in Merrill Library is an essential component of the overall research strategy. Not knowing how a library is organized is confusing and frustrating. To avoid an unsavory library experience, determine where things are.

LOOK AT A MAP
(available from the Writing Center, L-372, and the Reference Desk, 2nd floor)

TAKE A TOUR
(choose from a variety of formats: videotape, slidetape, audiotape, self-guided or guided. Inquire at the Reference Desk)

OBSERVE SIGNS

ASK A LIBRARIAN

BOOKS are shelved on the third and fourth floors in call number order:

Dewey Decimal books (call numbers 001 to 999) are on the third floor

Library of Congress books (call numbers A to Z) are on the fourth floor

Exceptions -- special collections and library locations which are separate from the regular book collections are indicated by words such as Reference, Oversize, Microform, Moore, etc. above the call number. Some of the materials with call numbers may not be books: they may be filmstrips, kits, microfilm, movies and other forms of non-print media.

MAGAZINES, JOURNALS and NEWSPAPERS don't have call numbers. They are shelved alphabetically by their full and complete titles. The Catalog of Serials (the green books scattered throughout the Reference area) gives the location for these magazines, journals and newspapers by using the symbols L1C, L2 and/or L3CM.

L1C indicates that the most recent issues (usually the current year) are on the first floor

L2 means that older issues are on the second floor

L3CM refers to certain select titles on microfilm in the Microform area on the third floor

GOVERNMENT DOCUMENTS are shelved on the fourth floor south of the Library of Congress book collection. Their call numbers are similar to the Library of Congress books (both start with letters). To avoid mistaking one for the other remember that the only form of punctuation in a Library of Congress call number is a period. Government documents use a variety of punctuation marks (: / - .).

Material which can't be located may be in any one of a number of places -- at the bindery, in the Copy Center or awaiting shelving. To find these items, go to the Circulation Desk for help if it's a book, the Reference Desk if it's an older magazine or journal, and the Documents Desk if the material is a government document.

INFOQUEST 3

Worksheet

NAME: _____

DATE: _____

1. The Reserve Desk is on the _____ floor and the Reference Desk is on the _____ floor.

2. USU theses and dissertations are located in three different locations: first floor _____, third floor _____ and third floor _____. What are the reasons for these different locations?

   _____

   _____.

3. Oversize books and documents exist for which collections?

   a) Reference b) Dewey Decimal Books c) Library of Congress Books

   d) Government Documents e) all of the above

4. The Card Catalog and the Catalog of Serials can help you find information in the library. How are they different? _____

   _____

   _____.

5. Where are the following collections located? (indicate which floor, building or room)

Government Documents	_____	Card Catalog	_____
Curriculum	_____	Maps and Atlases	_____
Art Book Room	_____	Moore Library	_____
Dewey Decimal Books	_____	Audio-Visual	_____
Current Periodicals	_____	Microforms	_____
Special Collections/Archives	_____	Bound Periodicals	_____
Library of Congress Books	_____	Current Newspapers	_____

6. Indexes and abstracts are shelved:

   a) alphabetically with the bound journals b) alphabetically in Alphabetic Reference c) in accession number order in Special Collections/Archives

7. Phone books, corporation annual reports and the travel file are located on the second floor in the _____ collection.

8. The 1955 issues of The New York Times are (bound) (microfilmed) and are located on the (second) (third floor).

9. Bound journals and magazines with titles N to Z are shelved in the (NE) (SE) (SW) (NW) corner of the second floor.

10. Where do you go for help if you can't locate library materials? _____.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 4

In the course of completing these eighteen factsheets and fifteen worksheets you may modify INFOQUEST and adapt it to your specific needs: the research strategy which is suggested is there to provide guidance and assistance, not absolute control.

The worksheets can help you locate information on your topic and on other information of interest. They reinforce the necessity of a sound research strategy and they acquaint you with some specific tools which may be particularly useful. Worksheets 1 to 3 introduce you to the library; Worksheets 5 through 16 involve you in the actual process of searching for information. The Citation Summary Sheet is for you to record the full and complete bibliographic information for the books, articles and documents you find throughout your INFOQUEST. This sheet should make the final preparation of your reports bibliography much easier.

How can you tell if INFOQUEST has helped you retrieve information and understand the library? Answer all of the questions in the left-hand column now (PRE-IQ) and complete the right-hand column (POST-IQ) later as you progress through INFOQUEST and the worksheets. Compare the two when you are done: Did you learn anything?

PRE-IQ

1. Do you feel comfortable using the library? Are you confident that you know what you're doing?

   very much so somewhat not at all

2. Three main library collections are:

3. How do you know if the library has a particular copy of a magazine/journal?

4. What is your topic? Have you narrowed it down?

5. Describe your topic in as many different words as possible:

6. A computer search is:

POST-IQ

1. Are you confident that you know what you are doing? Do you feel comfortable using the library?

   very much so somewhat not at all

2. Three main library collections are:

3. The _____ tells you if the library has a magazine or journal.

4. Did your topic change as your search progressed? How?

5. The most pertinent subject headings relative to your topic are:

6. A computer search is:

Choosing a Topic

INFOQUEST 5

What do you do when you have to complete some library research and write a paper for a class? If you're like everyone else, you put it off. Getting started isn't easy and your most difficult and most important action will be deciding what to write about. A well-chosen topic will save you time and effort and provide guidance and direction to your research.

How do you choose a suitable topic? Consider these suggestions:

1. Class Requirements (paper length, due date, size and scope of the bibliography)
2. Availability of Sufficient Information (Are there enough library resources on the topic?)
3. Personal Interests and Concerns (you get more out of your education when you relate it to your needs and interests)

Sources which may help you select a topic include current newspapers, magazines and TV programs. Consultation with friends, teachers and librarians may unveil some interesting and useful ideas. Also, you should consider course work and academic requirements in other classes -- sometimes it is possible to tie the assignments from two classes together.

Most topics, initially, are too general in nature. They need to be limited and reduced to manageable proportions. The following example demonstrates how a topic may be restricted:

EXAMPLE	LIMITING FACTORS
Pollution	General Statement
Air Pollution	Category, Event or Aspect
Air Pollution in the United States	Geographic Area
Air Pollution in the United States: the costs of control	Discipline (the social, political, economic, ethical, etc. aspects)
Air Pollution in the United States: the costs of control for 1968-73.	Time Period

Once chosen, a topic doesn't remain unchanged. You will modify it as your research progresses and it may broaden or narrow in scope, depending upon the amount of information available.

It will be useful for you and others if you can briefly summarize your topic now. You should write a thesis statement, accompanied by a clarifying paragraph, to define your topic, explain limitations and note the nature and direction of your research.

You're on your way. The hardest part of your research, selecting and narrowing a topic, is completed. Proceed to INFOQUEST 6, Subject Headings, and learn the key to information retrieval -- knowing and using the right words.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 5

Choosing a topic is a little like a funnel -- you start out broad and general but you quickly narrow down to something more specific at the bottom. The process of moving from the general to the specific involves making choices and imposing certain limitations. Have you been assigned a topic or are you free to choose one?

If you've been assigned a topic what class is it for? _____

and what is the topic? _____.

Is your paper supposed to be a certain length or contain a particular number of citations? _____

When is your paper due? _____

(if you have less than two weeks to complete your research you will have to accept whatever materials are available in the library and choose a topic accordingly). Sometimes it is easier to begin by deciding in your mind what it is that you don't want to research. Inventory your academic major and your interests. Scan current newspapers and magazines or look through the latest yearbook of a general encyclopedia for ideas. Talk with people and discuss with your professor several of your choices. Two possible topics are _____

_____

and _____.

Evaluate these topics and compare them to the class requirements for the paper: one topic will be more suitable for library research than the other -- choose that topic! Now, distance yourself and scrutinize your topic. Try to state it in a couple of different ways. Consider the concepts which are involved and think how you could limit it by time frame or geographic area. Once you have analyzed your topic and better understand the nature and direction of your research you can describe your topic clearly and succinctly in a thesis statement. What question(s) will you answer? What problems will you address? What will you prove or disprove? Will you offer solutions or just contrast and compare the different sides to an issue? Your topic is: _____

_____

_____

_____

_____.

Subject Headings

INFOQUEST 6

Everything in our lives can be identified by a name, synonym or particular catch phrase. Each profession or area of concern has its own jargon and way of speaking. These words may vary over time and from region to region, but their meaning remains the same. A hero in New York is a hoagie in Pennsylvania and a submarine sandwich in Utah.

Libraries, too, use different words which mean the same thing. These subject headings, which may be known as keywords, descriptors or search terms, have similar uses and functions. They exist to provide vocabulary control, to contain and organize all of the information on a topic so that it isn't scattered across the collection of library materials.

"So what?", you may say. "Big deal!" Well, it is. SUBJECT HEADINGS ARE THE KEY TO INFORMATION RETRIEVAL. You won't find any information on your topic unless you adapt it to the particular subject headings used by the indexes and the card catalog. How can you expect to locate information on ghost towns if you don't know that books on that topic are found by using the subject heading, 'Cities and towns, ruined, extinct, etc.'? Even many online databases rely on controlled vocabularies .

When you chose your topic you began your search for subject headings. You now need to:

Condense your thesis statement into an extract of important words and word phrases.

Consider synonyms, alternate spellings, and technical vs. layman terminology.

Complete background readings and refer to dictionaries and encyclopedias.

Consult printed guides and indexes to subject headings (such as the "Thesaurus of ERIC Descriptors" or the "Library of Congress Subject Headings").

Confer with subject experts, teachers and librarians.

Continue to condense, consider, complete, consult and confer (it's a never-ending process).

From these sources you will glean many subject headings and more will come to your attention as you progress through the research strategy and your INFOQUEST. The important thing to remember is that you can't expect to find the information you think you should if you don't know the subject headings which are used to describe your topic.

You've traveled a way but your journey and quest is now but one-third complete. Advance to Background Information, INFOQUEST 7, and you will be one step closer to increasing your knowledge of that which you seek.

Worksheet

NAME:_____

DATE:_____

INFOQUEST 6

It is almost impossible to identify all of the subject headings relating to a topic this early in the INFOQUEST. Subject heading identification is a continual process which builds upon the completion of each INFOQUEST, particularly IQ's 7, 8 and 9 (background information, books and articles).

Keep this worksheet with you as you progress through your INFOQUEST and record as many different subject headings as possible in the columns provided. The four columns (A - D) reflect the sequence of subject headings which you encounter. Begin now with Column A and list all of the different words you can think of which describe your topic.

The other columns should be filled in as you complete other INFOQUEST worksheets. Column B corresponds to IQ 7, Background Information, and other miscellaneous IQ's; Column C reflects the acceptable subject headings from the Library of Congress Subject Headings list and the Subject Card Catalog; and Column D lists the headings encountered and used while you looked for articles in indexes and abstracts (IQ 9) and prepared for a computer search (IQ 16).

COLUMN A	COLUMN B	COLUMN C	COLUMN D

Background Information

INFOQUEST 7

What do you know about your topic? Are you generally acquainted with it or is it completely alien to you? Your level of knowledge of and degree of familiarity with your topic will determine the amount of background research you should complete.

You need to understand your topic in its most basic sense: are there different schools of thought? Pros and cons? What about problems, actions and consequences? How does the topic relate to the world outside it? What are the answers to who, what, where, why, when and how?

Summary information can be obtained from subject specialists and sometimes teachers and librarians. Classified Reference has many materials which may be scanned for basic information, facts and bibliographies. Most of these materials are general and specialized dictionaries, encyclopedias, yearbooks and almanacs. The Reference Department staff can direct you to these and the following sources:

GENERAL SOURCES:

- American Academic Encyclopedia
- Editorial Research Reports
- Editorials on File
- Facts on File

SPECIALIZED SOURCES:

- Encyclopedia of Bioethics
- Encyclopedia of Philosophy
- Encyclopedia of Social Work
- Encyclopedia of World Art
- Groves Dictionary of Music and Musicians
- International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology
- International Encyclopedia of the Social Sciences
- McGraw-Hill Encyclopedia of Science and Technology

Occasionally you will discover that someone has already compiled general information on your topic in a book, review article, bibliography or resource guide -- consider yourself lucky if you do.

As you complete your search for background information you may need to refine your topic to incorporate your new knowledge and level of understanding. You will, perhaps, have to broaden or narrow your search. Also, the need for organization and attention to detail can't be overstressed. Your bibliographies should be complete, your notes thorough. The organized and systematic search strategy you follow will make it easier for you to accumulate citations which will lead you to additional book, article and document resources.

INFOQUEST 7

Worksheet

NAME: _____

DATE: _____

1. The American Academic Encyclopedia is the newest general encyclopedia in Classified Reference. Scan the index volume, locate the subject headings used to describe your topic, note the volume and page numbers of the article and find it in the encyclopedia.

   Subject Headings: _____ _____

   _____ _____

   Volume: _____ Page(s): _____

   If there is a bibliography at the end of the article you found, cite one of the items:

   Author: _____ Title: _____.

   Is this information useful? If it isn't, select another general encyclopedia and repeat the process.

2. Specialized dictionaries, encyclopedias and other materials relative to your topic may be located by looking in the Subject Card Catalog for the subheadings '- Dictionaries', '-Bibliography' or '-Documentation' which occur after the main subject heading which describes your topic. In addition, the Writing Center has a series of library exercises which list various subject specialized reference source books. Use one of these methods and list two specialized sources:

   a) _____ b) _____

   Choose one of these sources (a or b) and try to find some information on your topic. What volume (_____) and on what page (_____) did you find an article?

   Is there a bibliography at the end of the article? If there is, cite one of the items:

   Author: _____ Title: _____.

   If you can't locate any useful information, select another specialized source book and repeat the process. Record any new subject headings which may be used to describe your topic: _____ _____ _____.

3. Browse through Sheehy's Guide to Reference Books (ask a Reference Librarian to help explain it) and write down the title of a book which might contain some information on your topic: _____.

4. Have you located enough background information on your topic to have gained a better understanding of it? Do you need to broaden or narrow the scope of your research? Repeat steps 1 - 3 if you need more background information.

The completion of this worksheet marks the beginning of your bibliography. From this point forward you should compile as thorough and complete a bibliography as possible by writing down all necessary information on the Citation Summary Sheet as you proceed through your INFOQUEST. Transfer useful citations to the Citation Summary Sheet now.

Books

INFOQUEST 8

Books are the most abundant source of information in the library. They can provide you with prepared bibliographies, interesting highlights, historical perspectives and future trends. Books examine social issues, scientific research and humanitarian concerns. Whatever your topic there's a book somewhere which either devotes itself to it or discusses part of it. Every book has its reader; every reader, his/her book.

The card catalog, the index to the library's book collection, is divided into two sections: author/title and subject. It answers three questions:

Does the library have a particular book?

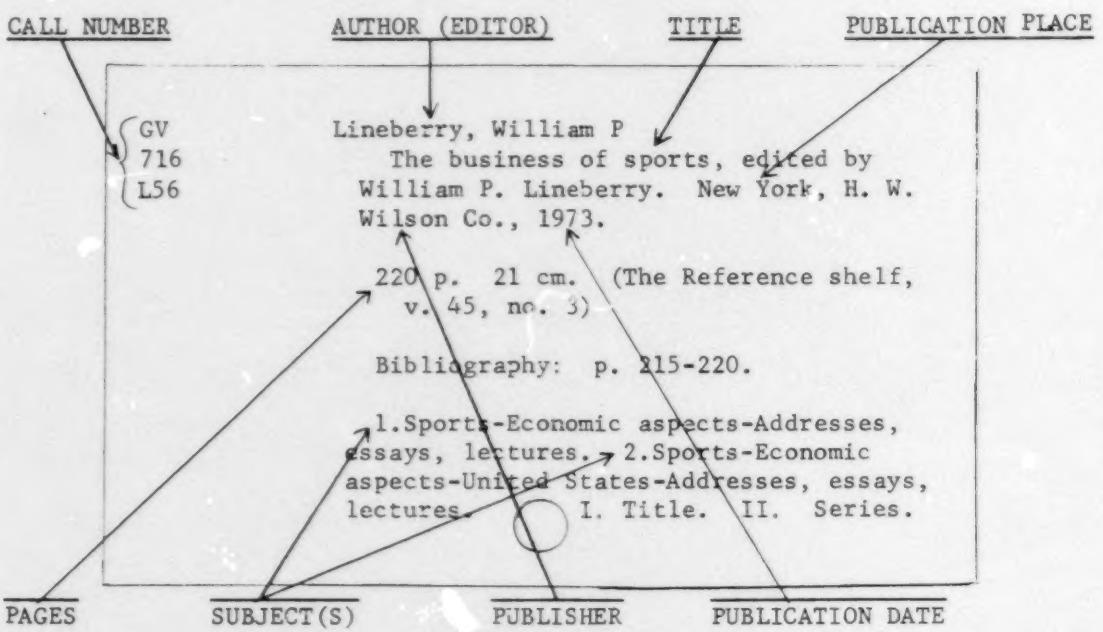
What books by a particular author are in the library?

What books does the library have on a particular subject?

To locate books on a particular subject use the Library of Congress Subject Headings list. These large red books guide you in your use of the subject card catalog. Remember INFOQUEST 6 and subject headings? The subject card catalog is a controlled vocabulary and you have to 'use the right words' to find books on your topic. For example, the heading used for brainstorming is problem solving, group.

When you find a card to a book that you'd like, write down the full and complete call number (everything in the upper left-hand corner -- all of the words, letters, numbers and symbols) and go to the stacks to get the book.

A sample catalog card is reproduced below and identified.



INFOQUEST 8

Worksheet

NAME: _____

DATE: _____

1. Locate the Library of Congress Subject Headings list. The only acceptable subject heading for finding information on mountain lions in the Subject Card Catalog is:

   a) catamounts
   b) cougars
   c) pumas
   d) mountain lions

2. What are several acceptable subject headings for your topic? (no term listed under 'x' is acceptable)

   _____ _____

   _____ _____

   _____ _____

3. Use these subject headings and identify two books which contain information on your topic.

   Author: _____ Title: _____ Call #: _____

   Author: _____ Title: _____ Call #: _____

   Remember to transfer the full and complete bibliographic citation to the Citation Summary Sheet for the most useful books you find on your topic.

4. Do the catalog cards for either of the books listed indicate that there are additional subject headings which can be used to find more information? (look on the bottom of the cards for these tracings). List these subject headings here: _____

   _____.

5. Go to the stacks and locate these two books. Are there any other books on the shelves in the area which seem useful? Record them on the Citation Summary Sheet.

6. The following four questions require you to place the listed items in their proper alphanumeric and alphabetic order. Circle the appropriate numbers to indicate the correct sequence of filing and shelving.

   a) Dewey Decimal Books

330.2	330.15	330.2
M67	M645	T43
1-2-3	1-2-3	1-2-3

   b) Library of Congress Books

QC	QC	QC
432	432	432
.L8	.L70	.L494
1-2-3	1-2-3	1-2-3

   c) Authors in the Catalog

MacLaren, D.S.	1-2-3
McLaren, A.D.	1-2-3
McLaren, C.J.	1-2-3

   d) Titles in the Catalog

A History of Utah	1-2-3
History of New York	1-2-3
The History of Alaska	1-2-3

Articles: Magazines and Journals

INFOQUEST 9

Most library research focuses on articles from popular magazines and professional journals. Magazines such as Time, Ebony and Reader's Digest are popular literature which report on most any topic. While they are easily read, they aren't documented and they usually lack substance and objectivity. Professional journals, devoted to specific disciplines, are more authoritative than general magazines. Journals report research results, document their sources and reflect the works of many societies and organizations.

Finding information in magazines and journals takes time and some effort. There's an easy way (using indexes and abstracts) and a hard way (looking through each and every issue of a magazine/journal hoping to find an article). Abstracts and indexes are huge subject bibliographies for articles; they both list the basic finding information (the citation -- author, article title, name of the magazine/journal, date, pages) but abstracts go one step further and summarize the actual content of the articles. The abstracts and indexes are shelved in Alphabetic Reference on the second floor according to their title.

The procedure for locating articles in magazines and journals is to:

a) Identify appropriate indexes and abstracts. They range from the broad and general (like Reader's Guide) to highly specific subject indexes such as Forestry Abstracts. "Selected Indexes and Abstracts in the Merrill Library" is a list arranged by subject areas -- you may consult it and a Reference Librarian to determine which indexes and abstracts are best to search.

b) Familiarize yourself with the indexes and abstracts you will be using. Each varies in their approach to and coverage of the literature on your topic. All contain user guides and explanations of arrangement and abbreviations.

c) Search the abstracts and indexes with the subject headings you gathered from background reading and various thesauri.

d) Record the citations and be especially sure to write the full and complete title of the magazine or journal.

e) Look up the full and complete title of the magazine/journal (NOT the title of the article) in the Catalog of Serials.

f) If the title is listed the Catalog of Serials will indicate where it may be found. If the title isn't listed, the library may not have it. Ask for assistance at the Reference Desk.

The Magazine Index and The Business Index are unique. They represent a new approach to locating magazine articles and they are quick and easy to use. They're behind the Reference Desk -- help yourself and enjoy the results! The last major source of information are government documents, INFOQUEST 10. Your search is nearly over.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 9

1. Look at the publication "Selected Indexes and Abstracts in the Merrill Library" or scan the Writing Center's series of library exercises by subject and identify three indexes or abstracts which you think can help you find information on your topic.

   a) _____ b) _____ c) _____

2. Select the one index or abstract which seems most appropriate to your topic and become acquainted with it. Which index did you select? _____. Does the index have a frontpiece or user's guide which explains abbreviations and how it is organized?

3. Consider your list of subject headings from INFOQUEST 6 and the index you have selected: what subject headings retrieve articles related to your topic?

   _____ _____

   _____ _____

   _____ _____

4. The title of one of the articles you found is _____ _____ and it appears in the magazine/journal called _____ _____. This information is on page _____ of the _____ issue of the index.

   If the name of the magazine or journal is abbreviated in the index, what is it's full title? _____.

5. Consult the Catalog of Serials. Does the library have the magazine/journal that you're looking for? Keep looking through the index until you find the title of a magazine/journal which the library has.

6. What information does the Catalog of Serials give about the magazine/journal you selected? Where is it shelved? _____.
   Are back issues on microfilm? _____.
   In what year did the library begin recieving it? _____.

7. Go to the shelf and find the actual article. Is it applicable to your topic?

8. Repeat this process for the other two indexes you selected. Note additional subject headings here and remember to transfer the full and complete bibliographic citations for the most useful articles you find to the Citation Summary Sheet.

   _____ _____

   _____ _____

   _____ _____

INFOQUEST 10

Government Documents

The United States government is the largest publisher of information in the world. The document collection in Merrill Library is just as important a resource as the book and magazine/journal collections. The scope and variety of government documents is immense -- they include scholarly research, statistics, general studies and pamphlets which range from the space shuttle and quantum physics to infant care, Japanese beetles and gardening. No INFOQUEST is ever complete without an examination of this most valuable resource.

Government Documents aren't generally listed in the card catalog and only the most recent are on the GEAC system. How then do you find documents on your topic? Several key indexes which serve as primary access points to government documents are:

ASI: American Statistics Index

CIS: Index to Publications of the U.S. Congress

Index to U.S. Government Periodicals

Monthly Catalog of U.S. Government Publications

PAIS (Public Affairs Information Service)

Of these five indexes, the most thorough is the Monthly Catalog of U.S. Government Publications. This index is well arranged and permits you to search for information by author, title, title/keyword, series/report number and subject heading (these are the same subject headings as those used to find books in the subject card catalog). The Monthly Catalog ... also lists the call numbers for the documents and thereby saves you time and effort (please note, however, that some documents are shelved with the magazines/journals by their titles on the second floor and others are kept in Classified Reference).

Sometimes documents appear to be a confusing maze that is impossible to circumnavigate. If you are floundering and need help, the Documents Reference Desk on the fourth floor can provide insight and direction. You'll find that the extra effort required to retrieve government documents is worth it.

This factsheet has introduced you to the third main collection in Merrill Library. Together, these book, article and document resources provide a fantastic array of information. The quality of your paper will reflect the extent of your research and you will benefit from a search which incorporates information from all three of these collections.

If you are taking ENG 195 for credit you must complete INFOQUEST's 11 to 14. Otherwise, you have the choice of proceeding to INFOQUEST 11 or bypassing the loop and continuing with INFOQUEST 16, Computer Searches. In either case, you are near the end of your INFOQUEST. Now would be a good time to reflect upon the information you have gathered and the research strategy you used.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 10

The questions on this worksheet refer to the 1982 edition of the Monthly Catalog of U.S. Government Publications. One copy is in Alphabetic Reference and the other is behind the Documents Reference Desk on the fourth floor. The purpose of these fixed questions is to lead you through the various indexes to this catalog so you can become familiar with it and know how to search for information on your topic.

1. There are several bound volumes for the 1982 edition. How many are labeled 'entry numbers'? _____ How many are labeled 'index(es)'? _____.

2. Use the subject index and the title keyword index to find information on the publication "Wolf Depredation on Livestock in Minnesota."

   What subject heading(s) did you use to find it in the subject index?

   a) _____ b) _____ c) _____ d) _____.

   What subject heading(s) did you use to find it in the title keyword index?

   a) _____ b) _____ c) _____ d) _____.

3. The entry number for this publication is: a) 14794 b) 32198 c) 19474

4. This entry number is in the (January-April) (May-August) (September-December) entry number volume of the Monthly Catalog ....

5. Who is the author? _____.

6. Which U.S. government agency published the work? _____.

7. The document is:
   a) 12 pages long
   b) 11 pages long
   c) 10 pages long

8. Is there a bibliography? _____yes _____no

9. What is the Superintendent of Documents call number for "Wolf Depredation on Livestock in Minnesota?

   a) A 1.10: 983
   b) 82-19474
   c) SF 810.7 .W65 F74
   d) I 49.66:145

To locate documents on your topic use the subject index and the title keyword index for the 1977 to date issues of the Monthly Catalog (earlier issues have a different arrangement). Transfer the full and complete bibliographic citations for the most useful documents you find to the Citation Summary Sheet.

Current Events

INFOQUEST 11

Locating the most recent information on a topic can be difficult, especially if the current event or recent development itself is your topic, because most printed sources of information lag far behind the event and the electronic media's coverage of it. In your search for current information you can forget about the card catalog and almost all of the indexes and abstracts. Most books and journal articles go through a lengthy review process before they are published and they are out-of-date even as they go to press.

Your search for current information will require you to slightly revise your research strategy. What is your definition of 'current'? Is it today or sometime within the past week/month/year? (if it is something which happened last night on the news you won't find out anything about it in the library today).

How much of what do you want to know? Is it a contemporary issue? Do you want a general update, facts, a biography or a review? The level of detail you pursue and the sources you consult is directly related to the answers to these and other questions.

Generally, your quest for current information would include a review of these sources:

- Specialists, trend setters and the news-makers themselves
- Electronic media (radio, TV, telephone, electronic mail and computerized data bases which index the most recent newspapers and magazines)
- Daily bulletins, news releases and newspapers (the hardcopy indexes to newspapers aren't at all current)
- Correspondence
- Weekly newsletters and magazines
- Special bulletins, reports and 'white papers'
- The most recent issues of indexes and other summary sources
- Yearbooks, almanacs and other yearly compilations

The best means of keeping abreast of an issue is by reading the most current literature. There really isn't any substitute for weekly publications like Science, Science News, The Economist, CQ Weekly Report or the National Journal. Two excellent guides to current developments are Facts on File (a weekly publication which summarizes national and international news events) and the Current Contents series (also a weekly but it reproduces the tables of contents for the most recent journals in the disciplines of Agriculture, Biology and Environmental Science, Arts and Humanities, Clinical Practice, Life Sciences, Physical, Chemical and Earth Sciences and Social and Behavioral Sciences). Editorial Research Reports is another source which is useful - it reports on selected current topics, discusses them and list a brief bibliography. One final source worthy of consideration is the computer. It is possible to store a profile of your information needs and have it run against updates to the computer's files.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 11

1. The Encyclopedia of Associations lists addresses for many organizations across America. Use the index in the back of the second volume to locate the name and address of some organization or society which relates to your topic.
   Name: _____ Address: _____

2. Doane's Agricultural Report is one of several specialized weekly publications. Use Ulrich's International Periodicals Directory or Ayer's Directory of Publications and the Catalog of Serials to locate the title of a frequently issued publication which relates to your topic (do not list weeklies like Time, Newseek or U.S. News and World Report).
   Title: _____ Is this publication available in the library?

3. Evaluate the series of Current Contents publications. Which one best relates to your topic? _____. Use the subject index of the series you have chosen and find an article which has been written within the past two months. The full citation for this article is: Author(s): _____
   Date: _____ Title of Article: _____
   Journal Name: _____ Vol. ____ No. ____ Pgs ____

4. List two of the most recent news events reported in the latest issue of Facts on File:
   a) _____ b) _____

5. The most recent issue of Reader's Guide to Periodical Literature is _____. Magazine Index was last updated on _____.

6. Editorials on File reproduces editorials from newspapers all across the nation; it provides an exceptionally fine insight into current controversies and opinions. Use their index to find an editorial relevant to your interests.
   What is the title of the editorial? _____.
   What newspaper was it in? _____.

7. Locate Editorial Research Reports and cite in full a reference to one of their reports or news notes which relates to your topic.
   Author: _____ Date: _____ Vol. _____ No. ____
   Title: _____ Pgs _____

8. Use an annual yearbook for any one of the general encyclopedias and review the events of the past year. Select a different yearbook and compare the two. Which was more useful? _____.

If you find some useful information as a result of this search be sure to transfer the full and complete bibliographic citations to the Citation Summary Sheet.

Biographies

INFOQUEST 12

People tend to make our lives interesting. Of course, we can live without some people and others we just can't seem to get enough of. And, there are those people we would like a few particulars on: When were they born? What have they done? When did they do it? Biographies answer such basic questions.

The life stories of people -- be they athletes, poets, scientists or politicians, living or dead, American or not -- may be found in many biographical sources. You don't even have to be famous (or infamous) to be listed in a biography. You can just be a professional doing your job. And all of us will rate at least one biography, the obituary.

There are three levels of biographical information sources:

1) Lengthy biographies and autobiographies can be located through the subject card catalog by using the person's last name as the subject heading.

2) Many general and specialized indexes contain references to articles about people. The New York Times Index, the Essay and General Literature Index, the MLA Bibliography and the Humanities Index are particularly useful for finding biographies for literary and social individuals. One of the best guides to worldwide biographical sources is the Biography Index. The most recent issues of journals and magazines which aren't yet indexed are excellent sources for information on the personal and professional aspects of people's lives. Deaths, advancements and appointments, publications, degrees earned, marriages and births are all covered.

3) Most biographical information is condensed into a number of different reference books. These reference sources may be general and all-encompassing or highly selective and specific (inclusion or exclusion being based upon one's occupation, sex, nationality and status). Several good biographical reference sources are:

Almanac of American Politics
American Men and Women of Science
Contemporary Authors
Current Biography
Dictionary of American Biography
Dictionary of National Biography
Dictionary of Scientific Biography
Who Was Who
Who Was Who in America
Who's Who
Who's Who in America

The Biography and Genealogy Master Index is a guide to most of these sources and it can save you time and effort if you check this source first.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 12

1. The Biography Index (Alphabetic Reference) and the Biography and Genealogy Master Index (Classified Reference) are two of the first places you should look for biographical information. Select an individual you would like to know more about and use both of these indexes to locate that information.

   The name of the person is: _____. Write the title of the book or magazine/journal which contains a biography: _____.

2. When was President Cazier born? _____. Where did he get his PhD?

   _____ (hint: try Who's Who in America)

3. John Travolta and Franklin D. Roosevelt are given extensive write-ups in Current Biography. Travolta was listed in the (1977) (1978) (1979) issue and Roosevelt was listed in the (1940) (1941) (1942) issue.

4. Try to locate information on the person identified in #1 above by using the Subject Card Catalog (keep selecting people until you find one that is indexed there). The title of this book is ___ _____ and it's call number is _____.

5. Is Senator Hatch a native born son of Utah? Is Jake Garn? _____. (consult the Almanac of American Politics)

6. What is the difference between a biography, an autobiography and a bibliography?

   _____

   _____

   _____.

7. Refer to the New York Times Index, Humanities Index and Contemporary Authors. Select an author who has published recently and who is fairly well-known; compare the coverage of this person for these three sources.

   Author's Name: ___ _____ Which of the three sources seemed to report the most information? _____.

8. Find a specialized biography which interests you. It's title is: _____

   _____.

9. Use any biographical source to find information on one of your professors.

   Name of Professor: _____

   Source: _____

   What information did you find? _____

INFOQUEST 13

Critical Reviews

It is hard to critique and analyze or contrast and compare literary works and authors. When you are given such an assignment the task is initially overwhelming and seems impossible. However, if you quote the opinions of others you will give weight to your arguments and substance to your paper.

Critical reviews are found by using the subject card catalog, abstracts and indexes, and reference source books.

SUBJECT CARD CATALOG

Do not use the author/title catalog to locate critiques and reviews of the various forms of literature. Rather, look up the name of the author, playwright or poet in the subject card catalog as if the name of the person were an actual subject heading. If the words " - criticism and interpretation" appear after the person's name you have probably found a useful book. The subheading " - bibliography" may lead you to a book with a bibliography which mentions sources for critical reviews of the work in question.

ABSTRACTS AND INDEXES

There are eight main indexes in Merrill Library which guide you to critical reviews of literary works and their authors. In addition to these there are innumerable subject indexes which review material intended for a specific discipline. The eight indexes are:

Book Review Index
Book Review Digest
Current Book Review Citations
Essay and General Literature Index
Index to Book Reviews in the Humanities
MLA Bibliography
Magazine Index
Reader's Guide to Periodical Literature

REFERENCE SOURCE BOOKS

Classified Reference contains a large collection of summary materials which can often provide the exact information you need. A few of these sources are:

Contemporary Literary Criticism
Magill's Literary Annual
New York Times Film Reviews
New York Times Theater Reviews
Poetry Explication
Twentieth-Century Short Story Explication

Many additional sources exist. The Reference Librarian can guide you to the appropriate magazine, index or book which reviews your book, poem, short story, film or play.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 13

1. Go to the Subject Card Catalog and look up the last name of a famous author, poet or playwright and find a book which critiques them or their work.

   Person's Name: _____ Call Number: _____

   Title of the Book: _____

2. Use the Book Review Index or the Book Review Digest and locate a review of a book you have read within the past three years.

   The book (title) _____ bu (author) _____
   was reviewed in (title of source) _____
   on page(s)_____ for the year _____.

3. Find an article on or about Carl Sandburg or Robert Frost and their works in the Essay and General Literature Index. The full citation to this article is:

   Author: _____ Title: _____

   Date: _____ Pages: _____

4. How did The Blue Lagoon, E.T. or Cannonball Run fair with the movie critics? Use the Magazine Index and Reader's Guide to Periodical Literature to find a review.

   Movie Reviewed: _____

   Citation from Magazine Index: _____

   Citation from Reader's Guide: _____

   Which of these two indexes was easier to use? _____

   What do the letters (A+, A-, B, etc.) in the Magazine Index mean? _____

   _____

5. Is the New York Times Theater Reviews evaluation of the play Equius favorable?

   _____. The major actor in the play was

   _____.

6. Does Twentieth-Century Short Story Explication review The Lottery?

7. Locate Poetry Explication. You don't have to use it -- just familiarize yourself with it. Determine what it can and can't do for you.

8. Critical reviews of products may be found in Consumer Reports, Consumers Index to Product Evaluations and Information Sources and the Magazine Index. Find a review of a product you are interested in (toaster, stereo, automobile, etc.) and indicate the source it was reviewed in (name of magazine or journal): _____
   _____ Date: Vol.: Pgs:

INFOQUEST 14

Statistics

Did you know that there were 920,000 head of cattle in Utah in 1982 or that Wyoming has one of the nation's lowest abortion rates? Mundane and controversial facts such as these are available for every conceivable topic. Statistics, expressed as facts and figures in charts, diagrams or tables, can help you prove a point, clarify a written statement or demonstrate trends.

Statistics, however, are no more reliable than the person who reported or compiled them. There is room for error in their collection and even if the statistics themselves are accurate, the way in which they are presented may not be: sometimes they are manipulated to intentionally distort the facts and mislead the public (read Darrell Huff's book, How to Lie with Statistics). Remember to evaluate your statistics just as you would any other source of information (see INFOQUEST 17).

Locating statistical information involves searching the subject card catalog, abstracts and indexes and reference source books. Also, there are numerous subject guides to statistics on particular topics. One such guide is Statistical Sources: A Subject Guide to Data on Industrial, Business, Social, Educational, Financial and Other Topics for the United States and Internationally.

SUBJECT CARD CATALOG

Use the Library of Congress Subject Headings to find books which contain statistics. The subheadings -statistics, -tables or -handbooks, manuals, etc. will follow your topic's subject heading (Junior colleges - statistics). In addition, the word statistics may be part of the actual subject heading (Educational statistics). And, it is possible that the heading statistics won't even be mentioned (Gross National Product).

ABSTRACTS AND INDEXES

Two indexes devoted to locating statistical information on many different topics are the American Statistics Index (ASI) and the Statistical Reference Index (SRI). Many of the subject indexes in Alphabetic Reference record sources of statistical information as well.

REFERENCE SOURCE BOOKS

Most statistics are in the source books located in Classified Reference. The CRC Handbook of Chemistry and Physics, Europa Year Book, Gallup Report, Guiness Book of World Records, Sourcebook on Aging, Industry Surveys, World Almanac and Book of Facts, and the Statistical Abstracts of the United States are but a few of the many specialized and general sources of statistical information. Specific sources to consult for facts and figures on Utah include Utah Agricultural Statistics, Utah Atlas, Utah Facts, Utah Labor Market Area and Utah Statistical Abstracts.

Remember: statistics can speak with a clarity which words sometimes lack. Use them!

INFOQUEST 14

Worksheet

NAME: _____

DATE: _____

This worksheet can help you find statistical information on your topic. However, if your topic can't be quantified or measured try to locate information on something which interests you.

1. Find the American Statistics Index in Alphabetic Reference and use your topics subject headings to find statistical information. Complete the following:

   Subject Headings Used: _____ _____

   _____ _____ _____

   Accession Numbers of Documents: _____ _____ _____

   Title of one of the Documents: _____

   Go to the Abstract volume and look up the Accession Number for more information about the document.

2. Use the subject headings for your topic as assigned by the Library of Congress Subject Headings list and look for the subheading '- statistics' in the Subject Card Catalog. If you find any titles, note one of them:

   Author: _____ Title: _____ Call #: _____

3. The Statistical Abstract of the United States is located in Ready Reference. What is it's call number? _____. An interesting fact from this book, on page _____, is _____

   _____

4. Public opinion surveys have been conducted on the political, social and economic concerns of the American people. The Gallup Report (call number: _____ _____) is your access point to these public opinions. If a survey has been done on your topic or your interests briefly summarize the conclusions reached:

   _____

   _____

5. Browse through the World Almanac and Book of Facts (call number: _____ _____). What is the most interesting or useful item you found? _____ _____.

   Answer one of the following questions:

   The mayor of Biloxi, Mississippi is a Republican. _____true _____false
   Governor Scott Matheson earns _____ per year.
   The nickname for the Southwestern Louisiana college football team is: _____.
   _____owns Pizza Hut Restaurants.

6. Familiarize yourself with the Atlas of Utah -- it's an excellent source of information.

INFOQUEST 15

Microforms

Microforms are the library's fourth largest collection of information materials yet they are often ignored and overlooked by most people because they are uncomfortable with the format. The microform collection contains items on microfilm, microfiche and microcard which are government documents, articles, books, statistics and college catalogs.

The three formats -- fiche, film and card -- are all microforms and they all represent the photoreduction of a print and paper product.. Microforms save space, aren't stolen and endure heavy use (they can take a beating without getting frazzled and dog-eared like a book). Another reason for microforms is that sometimes it is the only format the information comes in; there may be no print or computer copy available.

You would be surprised at the variety of materials available on microform - the collection is a veritable library awaiting discovery and use. Several of the collections and their access points are:

COLLECTION	ACCESS POINT
American Culture Series (film)	American Culture Series 1493-1875 and Pollard and Redgrave's Short Title Catalog 1475-1640 (Classified Reference)
Articles from magazines, newspapers and journals (film)	Various abstracts and indexes and the Catalog of Serials (Alphabetic Reference)
Census materials (fiche)	Monthly Catalog of U.S. Government Publications (Documents Reference)
CIS (fiche)	CIS: Index to Publications of the US Congress (Alphabetic Reference)
College Catalogs (fiche)	Fiche index located with the set
Early American Imprints (card)	American Bibliography, American Imprints and National Index of American Imprints through 1800 (Classified Reference)
Envirofiche (fiche)	The Environment Index (Alphabetic Ref.)
ERIC (fiche)	RIE: Resources in Education (Alphabetic)
Federal Register (film)	Ask at Documents Reference Desk
Government Documents (fiche)	Monthly Catalog... and Documents Ref.
Library of English Literature (card)	Microbook Library of English Literature (Classified Reference)
Theses and dissertations (fiche and film)	Card catalogs

Remember that microform resources are considerable and worthy of your attention. The microform service desk can help you locate and copy materials.

Worksheet

NAME: _____

DATE: _____

INFOQUEST 15

1. Describe the physical appearances of microfilm, microfiche and microcard:

   Microfilm: _____.

   Microfiche: _____.

   Microcard: _____.

2. What were the headlines of the New York Times on the day of your birth?

   _____.

3. Use the microfiche college catalogs to locate information on an American college or university outside of Utah. The name of the school is: _____. Student enrollment is _____.

4. The index to ERIC fiche (ED #'s) is:

   a) Envirofiche b) CIJE: Current Index to Journals in Education d) The Education Index e) RIE: Resources in Education

5. ED 166 705 is located in which fiche cabinet? (number or letter) _____.

6. Envirofiche are located in cabinet (number or letter) _____.

7. Are issues of Sports Illustrated on microfilm? _____yes _____no

8. Which issues of Psychology Today are on microfilm?

   a) current issues only
   b) only old issues
   c) all of them, old and current
   d) v. 1, 1967 to date

9. How much does it cost to make a photocopy of microfiche and microfilm?

   a) 5¢ an exposure b) 10¢ an exposure c) 15¢ an exposure

10. When is the Microform area staffed?

11. What are the pink cards atop the microfiche cabinets for? _____

    _____.

12. You should refile the materials you use. _____true _____false

13. What do you dislike most about microforms? _____

    _____.

Computer Searches

INFOQUEST 16

By now you have completed your search for books, articles and documents - or have you? One of the greatest aids for literature searching is the computer. Its capacity for rapid recall of pertinent information, its timeliness and comprehensiveness make it a most convenient and versatile tool for information retrieval.

Computer searches access citations to articles, books and documents. Full-text recovery of the entire article is possible for the Harvard Business Review, some newspapers and a score of chemical journals. However, the majority of databases only store citations and/or abstracts. An increasing number of files are non-bibliographic in nature - they offer business, financial and environmental data, ratios and constants.

The advantages of computer searching are expediency, precision and the ability to simultaneously search for two or three ideas. The capabilities of online searching often far exceed those of manual searches of indexes and abstracts, particularly if your topic is identified by subject headings which the manual indexes don't use. The computer can search for any word wherever it appears; it doesn't have to be an assigned subject heading like those used in the subject card catalog.

There's no such thing as a free lunch: the costs for searching by computer range from five to over one hundred dollars. Also, computer searches are not a substitute for manual searches for information (at least not yet). And even the most specific subject headings and carefully planned searches yield some 'false drops', irrelevant citations such as articles on Indiana when you wanted Indians.

Preparing for a computer search requires you to really understand what it is that you want. That's why INFOQUEST's 5 and 6 are so important. If you have a firm grip on your topic, the subject headings capable of retrieving information, and the restrictions you'll consider you will be ahead of the game. As a saying, "Time is money" has no greater meaning than when it is applied to computer searches. Every second wasted costs quite a bit. Avoid that cost, be prepared.

In Merrill Library computer searches must be scheduled in advance at the Reference Desk. If it is your first search you should read the publication "Merrill Library Suggests You Ask the Computer: An Aid for Literature Searching" and talk with one of the Reference Librarians. You will be present when the search is run and the search can be modified while you are online.

What does the future hold? End-user searching, the refinement of retrieval command language and file structure to the point where you can sit down at a terminal and do your own computer searches. Additional developments include more full-text files, particularly encyclopedias and other reference type books and integration with other files not related to the library (social, entertainment, business, travel, electronic mail, etc.).

If you are interested in computer searches and would like to learn more, complete the worksheet for this INFOQUEST. And don't forget to talk with a Reference Librarian - they are one of the best information access points ever invented!

Worksheet

NAME: _____

DATE: _____

INFOQUEST 16

Well-run computer searches are logical extensions of human thought. Similar concepts are grouped together and identified by a variety of subject headings (essentially synonyms). Dissimular concepts are then linked together by using the commands:

AND -- restricts results to smaller sets

OR -- broadens into larger sets

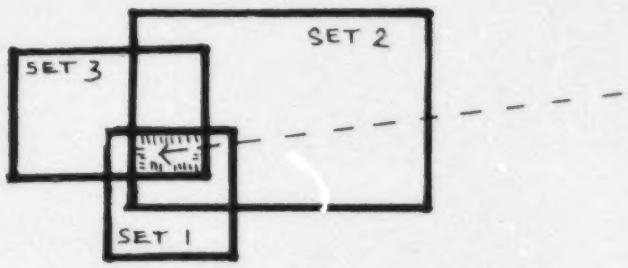
NOT -- restricts and takes a particular concept away

Preparation for a computer search requires you to identify your topic and to:

a) separate it into discrete and identifiable concepts
b) ascribe as many appropriate subject headings as possible to each concept
c) restrict your topic by period of time, language of publication or other method
d) make an appointment for a search at the Reference Desk

For example, the research topic 'How children learn prejudice' contains three concepts: a particular group of people (children), a process (learning) and an attitude (prejudice). Each of these concepts may be described by many different subject headings. Prejudice is also identified by the headings 'racial and ethnic attitudes' and 'racial bias'. Children encompasses 'preschool age children', 'kindergarten students' and 'nursery school students'. Learning may incorporate 'concept formation', 'observational learning' and 'social learning'.

The subject headings within each of these three concepts are added together with the OR command: this results in three sets of citation groupings (3, 445 articles on children, 6, 400 articles on learning and 4,320 articles on prejudice). These three separate sets are combined with the AND command to yield a fourth set -- the intersection of the three concepts (1 AND 2 AND 3 = 4 or perhaps 35 articles on how children learn prejudice). These words may not explain the idea as well as the following diagram:



Set 4 is the littlest box, the intersection of Sets 1 AND 2 AND 3. Please note that the results of a search can't be limited just to materials in our library. You will have to check the card catalog, the Catalog of Serials and Interlibrary Loan. Given this example you should now prepare, on a separate sheet of paper, your computer search strategy. Identify your topic by columns or boxes of concepts (you can have just one concept) and list the subject headings used to describe each of the concepts. Ask a Reference Librarian for help if you need it and remember to transfer the full and complete citations for the most useful information retrieved from a computer search to the Citation Summary Sheet.

INFOQUEST 17

Evaluating an Information Source

Do not assume that what is printed is 'truth'; printing doesn't make a fact or opinion valid. Likewise, information you retrieve on your topic may be of little or no value if it doesn't address your specific needs. Information can't be accepted without question. Once it is found, it must be critically evaluated: Is it valid? Is it of value? Does it fill your need?

When you are evaluating the written contents of an article, book or document consider these points recommended by Morris and Elkins in their book, Library Searching: Resources and Strategies (reprinted with permission):

1. *Evidence.* New facts, hypotheses, or arguments must be supported by sound evidence. If you make a statement about a new fact in your paper, you will be judged by your ability to present supporting evidence. When you evaluate someone else's writing, you should put it to the same test. The information used to substantiate a hypothesis is an indication of the quality of the article. In good scientific writing some types of evidence are more acceptable than others. Good evidence must be derived by the scientific method and, if used in a paper, it must be documented. The accompanying table shows types of evidence that might be used to document a theory or an argument.

Types of Documentary Evidence and Their Acceptability

Type of evidence	*Acceptability*	*Documentation required*
Popular opinion	Poor	None
General knowledge	Poor to satisfactory	Usually none
Survey of your own	Satisfactory to good	Methodology description
Statistical information	Good	Source citation
Expert's opinion	Good	Source citation

2. *Completeness.* Information should be complete. Is enough information included so that the research can be repeated successfully?
3. *Bias.* Any bias the author holds about the topic should be clearly stated so the reader may judge accordingly (e.g., Is the author a spokesperson for a pressure group?).
4. *Currency.* Is the source current enough to be relevant for more than historical purposes? Remember, different types of searches have different standards of currency. A taxonomic search may require an extensive retrospective search, but if the subject is relatively new or is an older topic being reexamined in new light, then the source should be current and timely.
5. *Facts or interpretations.* A fact is a known datum which can be verified. It cannot be ambiguous. An interpretation is the meaning someone gives to two or more related facts. An interpretation should not be substituted for a fact. Terms such as "suggesting" or "assumed" should not be used repeatedly.
6. *Style.* The style should be smooth and uncomplicated, without vague or flowery phrases.
7. *Illustrations.* Illustrations (graphs, charts, and pictures) should be clear, easily interpreted, and a logical amplification of the text.
8. *Conclusions.* Conclusions should be logical and explicit.
9. *References.* Works cited in footnotes or bibliography should have complete citations. Some of the references should be current.

Information Resources

INFOQUEST 18

Merrill Library offers you typewriters, study space, lockers, photocopiers and terminals which link with the university's computer center. Many other facilities and services are available, but none are more vital than our information resources.

"In recent years, the United States has shifted rapidly from a manufacturing to an information economy. Today, 7 of every 10 Americans are employed in the information and services sector while only one of five works in manufacturing. One of every two working Americans is employed to collect, organize or disseminate information." (Bernstein, M.H., 11 February 83, High Tech: the Government does have a role, The Christian Science Monitor 75 (56): 23.

Information is everywhere. It's in our daily lives, at home and at work, from the cradle to the grave. There's no escaping it, no denying it and there's no way to satisfy our thirst for it. Information is power and it is important that we "have the necessary skills to handle information critically and to come to valid conclusions and informed decisions." (McCormick, M., Summer 83, Library Literacy, RQ 22 (4):341.)

The author of Megatrends, John Naisbitt, writes that we now mass-produce information the way we used to mass-produce cars. Coping with such an overload can be difficult. How can you better understand information and what it means for you and society? You can begin by being selective. We can't know everything so we must selectively concentrate on what can be reasonably learned. Consider your interests, your needs and your position as a member of a democratic society.

Background information on information resources is provided by several readings which have been placed on Reserve (copies are also available in the Writing Center). These readings are:

"How to Harness Information Resources: A Systems Approach"
by Forest W. Horton, Jr. (pp. 1-6, 21)

"Megatrends: Ten New Directions Transforming Our Lives"
by John Naisbitt (pp. 11-26)

"Personal Documentation for Professionals"
by Vladimir Stibic (pp. 11-17)

This may be the last INFOQUEST factsheet, but your quest for information goes on. Research is never really finished. Information proliferates and seems to undergo countless changes and adaptations. Trends develop, values change and the needs of society continue to expand ever outward.

Remember the value of libraries and other sources of information. They are bastions of freedom. Remember, too, that libraries are for use. Your personal and professional information needs can be met by public and academic libraries. Our collections, services and personnel can help you with your infoquests throughout your life.

Additional Information Sources

INFOQUEST

INFOQUEST is only one of several aids to literature searching. Many general English texts and some discipline textbooks devote a chapter or at least several paragraphs to the process of finding information. Informal instruction is always available from the Reference Librarians; formal instruction is offered by the Department of Instructional Technology through IT 100, Use of Libraries and Learning Resources.

To locate additional sources of information regarding library research and the strategies of information retrieval consult the card catalog, indexes and abstracts and the items listed in this brief bibliography.

The Subject Card Catalog offers two approaches to locating materials on information retrieval. You can look for the subject headings:

Libraries -- Handbooks, manuals, etc.
Research -- Methodology -- Handbooks, manuals, etc.
Searching, Bibliographical -- Handbooks, manuals, etc.

or you can search your topic as a subject heading and see if there are subheadings such as '-bibliography' or '-information services'.

Likewise, several of the indexes and abstracts can lead you to articles on search strategy and information retrieval. Library Literature and RIE: Resources in Education are the best guides to articles on library research.

In particular, the following books provide in-depth coverage of the art and science of information retrieval for the layman. Check the Author/Title Catalog for the call numbers of these books:

1. Fenner, Peter and Martha C. Armstrong. 1981. Research: A Practical Guide to Finding Information. William Kaufmann, Inc., Los Altos, CA. 174 pp.
2. Morse, Grant W. 1967. The Concise Guide to Library Research. Washington Square Press, Inc., New York. 214 pp.
3. Morris, Jacquelyn M. and Elizabeth A. Elkins. 1977. Library Searching: Resources and Strategies with Examples from the Environmental Sciences. Jeffry Norton Publishers, New York. 129 pp.

An example of a subject specialized library skills book is Mackay's Sources of Information for the Literature of Geology: An Introductory Guide. Many other such specialized sources exist for the arts, humanities and the social sciences. Most are in Reference but several are in the stacks. If you are interested in more information, ask a Reference Librarian.